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ABSTRACT

Descriptions of ten reading, mathematics and readiness programs chosen for statewide dissemination in South Carolina are presented in this document. The programs were selected following a study funded by Title I and conducted to serve 127,702 children in local South Carolina school districts. Each was found to provide solutions to critical educational needs in a local school district and each worked effectively with children in learning situations. Descriptions include the programs' location and scope, instructional approach, program operation, and materials and supplies. In some, cost, success factors, exportability assessment and information contacts are also included. The programs selected as the most successful in developing readiness skills covered grades 2 through 6, those chosen for reading were designed for grades 1 through 7, and those considered exemplary for mathematics were designed for grades 1 through 7, and those considered exemplary for mathematics were implemented in grades 2 through 8. This document also describes a support project involving elementary guidance counselors and concludes with a summary of parent and community roles in the planning and operation of programs in the public schools. (EB)

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ESEA Title I Programs That Work

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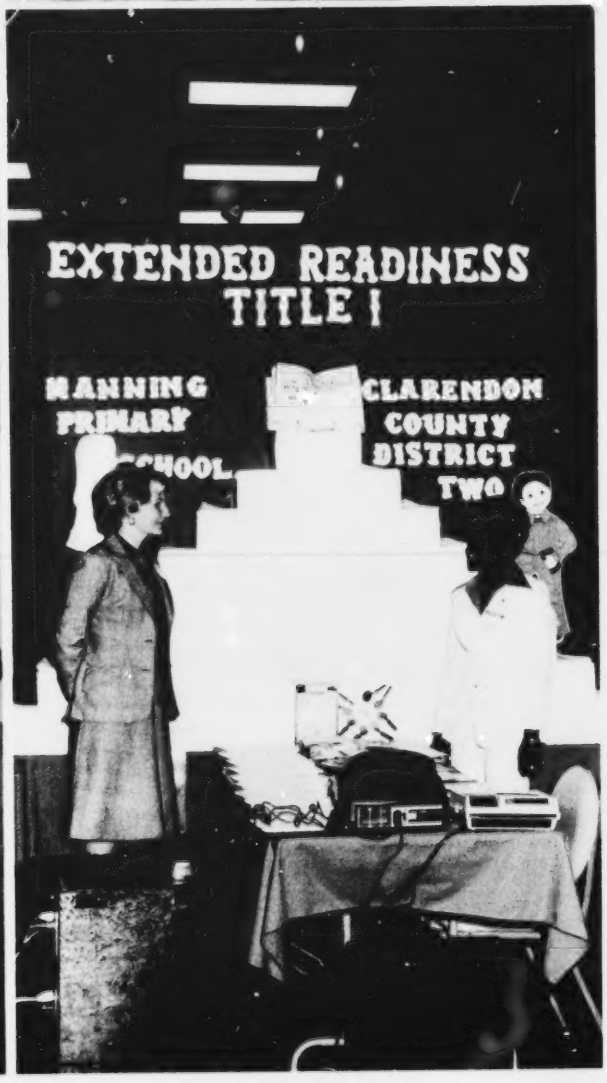
ROCK HILL
TITLE I READING
3RD DISTRICT

VISORY COUNCIL


EXTENDED READINESS
TITLE I
MANNING
PRIMARY
CLARENDON
COUNTY
DISTRICT
TWO

TITLE I AT WORK IN SOUTH CAROLINA

The FY 1977 Title I allocation to South Carolina was $33,999,697. Utilizing these funds local school districts served 127,702 children. In order to identify for dissemination those projects exhibiting the greatest gains in terms of student achievement, South Carolina critically viewed all projects from early childhood through secondary education using the following steps.

1. All reading, mathematics and readiness activities which showed significant achievement gains at one or more grade levels were selected for consideration.

2. A weighted average NCE gain was determined for each activity.

3. Each activity which showed an average NCE gain of 7.0 or more was identified.

4. Each of these activities was examined further by the Title I supervisors in the Office of Federal Programs. The purpose of this examination was to determine whether or not the components which comprised each activity appeared to be educationally exemplary and to have been designed in a manner which would make the activity replicable in a meaningful manner in a significant number of districts.

5. Of the twenty-six activities which had shown NCE gains of 7.0 or more, ten were selected for statewide dissemination.

Each of these activities is described in this booklet; each has provided solutions to critical educational needs in a local school district; each actually works effectively with children in learning situations.

. . . Shaping Readiness Skills

In keeping with the state philosophy which emphasizes early intervention, 36,554 students were selected from grades one through three—of this number 10,145 participated in first grade activities. Students in need of special readiness assistance are routinely placed in a regular classroom setting in which they function at their frustration level in the lowest reading and math groups. The two Title I activities selected as the most successful in developing readiness skills are presented on pages 1 through 8 in this booklet.

. . . Making a Difference in Reading

Reading activities were provided for 65 percent of all Title I identified students—83,506 students were served at a cost per student of $189.18. The instructional activities offered were organized as a special class staffed by a certified teacher and a full-time aide. Students were regularly scheduled to the class for approximately five hours per week. The Title I teacher planned the students' instruction and a commercially published curriculum package and/or locally developed materials were utilized. The products and processes presented for your inspection in the reading area are submitted in this booklet on pages 9 through 21.

. . . Producing Positive Changes in Math

South Carolina provided math activities for 63,432 students at a cost of $120.07 per student. The teachers and aides spent an average of twenty-three hours in planning five sessions during the summer, five hours each week during the school year in planning specific tasks, and twenty-five hours in preservice and in-service sessions geared to their particular Title I involvement. Pages 22 through 32 in this booklet focus on those mathematics activities considered exemplary.

. . . Creating Critical Supportive Services

The following chart identifies the pattern followed in providing necessary support services:

Support Services	Number of Students	Cost Per Student
Attendance	16,115	14.49
Clothing	5,154	12.44
Guidance Counseling	11,532	8.46
Health-Dental	26,546	8.96
Health-Medical	51,546	15.09
Social Work	25,696	15.44

South Carolina chose to highlight on pages 33 through 34 a support activity involving elementary guidance counselors (1) considered influential in enhancing each Title I student's self-image through an awareness of his own personal worth, dignity and competence; (2) regarded as forceful in providing for his social adjustment within the school environment; (3) appraised as effective in attending to his physical well-being; and (4) evaluated as productive in producing significant change in terms of student achievement.

. . . Vitalizing Parent Advisory Councils

A Title I dissemination instrument could not conclude without a word about the involvement of its parents. South Carolina has increased its Title I parent involvement from 650 parents in FY 1974 to 4,234 parents in FY 1977.

The South Carolina Department of Education has always encouraged LEA's to involve parents and the community in the planning and operation of programs in the public schools. Title I has further encouraged the participation of the community as a whole in the development of programs to meet the needs of the educationally deprived child.

The Title I PAC summarized on pages 35 through 36 is considered particularly effective in involving parents in the day-to-day operation of a local Title I project.

. . . Presenting for Inspection

The South Carolina Department of Education held its sixth annual Education Fair on February 16, 1978. The Office of Federal Programs, Allocations Section, exhibited each of the twelve activities described herein.

Local school district personnel who have a responsibility in the development and implementation of Title I programs, local school district administrative personnel, and members of Title I Parent Advisory Councils were invited to view the exhibits. Over 1,000 visitors were provided an introduction to these exemplary programs.

Viewing programs that work elsewhere can often provide possible answers to challenges that previously may have seemed unique. The Ed Fair exhibits provided initial exposure plus an opportunity for each visitor to talk with personnel involved in implementation. Four weeks later

host districts received visitors, provided information, and conducted awareness sessions in actual on-site tours of these selected Title I projects.

In order to provide greater visibility to these promising educational practices, each has been described in this booklet. Each description follows a similar format that offers a concise view and comparative information. In view of demonstrated effectiveness in meeting local Title I program needs, these summaries are presented to provide a resource for ideas, to offer an array of potential solutions, and to stimulate districts to include in their planning a review of other Title I programs.

Project Description

CHARLESTON COUNTY SCHOOL DISTRICT
FIRST GRADE READINESS

Project Title	FIRST GRADE LANGUAGE ARTS/MATHEMATICS
Funding Source	Title I–ESEA
Location and Scope	Serving approximately 1,379 first grade students at the following schools: Albemarle, Archer, Baptist Hill Elementary, Ben Tillman, Bethune, Buist, Burns, Cathedral, Chicora Elementary, Columbus Street, Ellington, Frierson, Jane Edwards, Jennie Moore, Mitchell, Mary Ford, McClellanville, Memminger, Minnie Hughes, Morningside, Mt. Zion, Porcher, James Simons, Sacred Heart, and Sanders-Clyde.
Instructional Approach	Title I first grade teacher aides render tutorial language arts/mathematics instruction in the regular classroom by providing extended reinforcement and preparing skill development materials as initiated and directed by the regular classroom teacher. Teacher aides are assigned on a ratio of one aide to two teachers, and work on a daily schedule in accordance with schedules in the specific schools.
Program Operation	The Metropolitan Readiness test is administered to identify Title I students and is used as a source for grouping students. The Early Elementary Teacher Resource Guide (EETRG), prepared for each teacher, is a multiple strand continuum of target instructional objectives. Four of the strands are titled: Perception, Word Recognition, Mathematics, and Comprehension/Study Skills. A fifth strand, Language Development, contains activities for speaking, listening, vocabulary and creative expression. Each objective has a criterion-referenced measure for pretesting and posttesting. Commercially prepared level tests are correlated to the EETRG and are administered when students have completed a level of instruction.

The EETRG is being incorporated into a countywide continuum of skills and a complete management system will be developed. This management system will include a student profile card as an integral component. Title I and non-Title I students are expected to master the same target objectives; however, the Title I first grade readiness program provides extended reinforcement essential to individualize instruction for Title I first graders. Other components of the EETRG are:

Process Objective – A series of progressive steps leading to mastery of the target objective.

Suggested Instructional Activities – Activities geared to the target objectives and/or process objectives that reinforce skills to be mastered.

Learning Center Strategies – Ideas for making materials and directing activities used to teach, reinforce and/or enrich a skill or concept.

Correlation Guide – Information that directs the teacher to Title I supplementary materials for the specified target and process objectives.

Grouping of students is essential for individualized instruction; consequently, the teacher directs the Title I aide to tutor students in one-to-one or small group situations. Assessment of skill mastery is based on readiness of individual students to advance to another level in the hierachy of language arts/mathematics skills.

Materials and Supplies

PERCEPTUAL:

Target Red
Ready-Go-Alphabet
Flip Chex (Reading Readiness)
Alphabet Practice Cards
Shake and Match Sounds
Early Explorations
PRS (Prereading Skills)
Readiness Joy
My Senses and Me

LANGUAGE DEVELOPMENT:

DUSO–1
Experience Story Paper
Talking Time with Language Experiences
A Young Child's Experiences

WORD RECOGNITION:

Schoolhouse–Word Attack
Word Parade

MATH:

Essential Modern Math, A and C
Cuisenaire Rods
Individual Desk Tape Numberline
Dollar and Cents Kit
Early Explorations
  Number Concepts
  Numbers

COMPREHENSION STUDY SKILLS:

Sequence Picture Cards
What's Wrong Here?
What's Missing Here?
A Child's World of Poetry
My Pictionary
My First Dictionary

Equipment

Record player
Cassette player/record
Acousti-fone Listening Center
Mobil chalkboard
Custom-made Cabinet (Designed to accommodate storage, distractions, bookshelf and chart hangers)

Furniture

2 Trapezoidal tables
6 Chairs

Unit Cost

MATERIALS:	Initial	Annual
Perceptual	2,000.00	100.00
Math	400.00	40.00
Word Recognition	300.00	30.00
Comprehension/Study Skills	2,500.00	30.00
Language Development	200.00	20.00
Consumable Supplies	300.00	300.00
Total	5,700.00	520.00
EQUIPMENT:	900.00	0

Evaluation

CTB/S–Total Reading

Grade	Number of Students	Pretest Percentile Rank	Gains					
			Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Standard Score		
						Actual	Expected	Difference
1	1,234	19.0	19.4	1.3	12.3	73.4	47.0	26.4

Grade	Number of Students	Pretest Percentile Rank	Gains					
			Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Standard Score		
						Actual	Expected	Difference
1	1,296	24.2	13.2	1.2	7.9	44.2	30.0	14.2

Success Factors

Individualized Instruction–Provided extended readiness for identified students.

Supplementary Materials–Purchased for individual needs as requested by teachers. (Teachers and aides expressed that materials received were those most needed to meet the needs of the Title I students.)

In-service Training–Facilitated the use of new materials, methods and techniques.

Follow-up Inservice–Included classroom observations and demonstrations by Title I personnel and consultants.

Recognition—Provided teachers and aides the opportunity to share successful innovative instructional practices.

Dissemination—Included exhibits and audiovisual presentations for local and state level advisory committees, parent groups, civic groups, and the local school board.

Positive Attitudes—Demonstrated by the concern and attention exhibited while teachers and aides worked with students.

Exportability

This program could be easily exported to another district. In-service training programs are held four times per year with continuous follow-up in-services provided by central staff personnel assigned to this Title I activity. Feedback from principals, teachers and Title I aides provides specific information necessary for the development of concentrated in-service training.

Superintendent

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Acting Superintendent
803-722-8461, ext. 66

Information Contacts

Mrs. Angie H. Evans
First Grade Language Arts/Math
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or

Mr. Walter Brown, Jr.
Title I Coordinator
803-722-8461, ext. 25

Charleston County School District
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Charleston, South Carolina 29403

Project Description

CLARENDON SCHOOL DISTRICT NO. 2
FIRST GRADE READINESS

Project Title	MANNING PRIMARY EXTENDED READINESS
Funding Source	Title I–ESEA
Location and Scope	Serving approximately fifty first grade students at Manning Primary School.
Instructional Approach	Teacher and aide team. Classroom serving Title I students exclusively. Regular school day–5 classes per week–25 students per class.
Program Operation	DIAGNOSTIC: The language arts and mathematics minimum skills are used to diagnose each child's strengths and weaknesses. The teachers diagnose each child two or more times per year at the kindergarten and/or first grade level. PLACEMENT: Individual student profiles are used in the areas of language arts and mathematics. The teachers use this information to organize small groups of children for specific skill instruction. Group and individual record sheets for language arts and mathematics are utilized to determine *where* each child is, *what* specific skills each child is deficient in, and at what level. The children must master all of the kindergarten level skills in mathematics or language arts before advancing to the next level. PRESCRIPTION: *Learning through Language* activities are used in addition to *Barbe's Reading Skills Check List and Activities* as the core of the program. Many varied activities are utilized to develop specific skills. The children are instructed in small groups and then assigned specific tasks. Some skills, such as alphabet recognition, are taught systematically using *all* of the senses if necessary for mastery. No specific prescription is written for each child but the individual and group record sheets are carefully studied and used to plan all instructional activities. ASSESSMENT: The children are individually evaluated two or more times per year in mathematics and language arts. All of the children are assessed in September and January with the minimum skills tests. The majority of the children are again tested in the early spring. The fifty children in the program are evaluated in April 1977 or September 1977 (new students) and reevaluated again in April 1978 using the CTBS.

The readiness program is primarily teacher directed. The instructional program is planned according to the specific needs of the children as determined by the teacher, informally and formally.

CLASSROOM MANAGEMENT SYSTEM:

Assessing of skills.
Preplanning based on specific skill needs.
Organizing groups and materials.
Establishing short- and long-term goals.
Providing flexible groups—small groups, whole groups, one-to-one.
Providing a comfortable and attractive classroom.
Providing highly-structured learning activities.
Establishing rules formulated by the students themselves.
Establishing a daily routine.
Providing learning centers with lots of reinforcement or practice activities to follow each skill instructional lesson.
Providing a seating arrangement so the teacher can see each child every minute of the day.
Developing responsibility for learning tasks, housekeeping chores, etc.
Evaluating the children after they have had an opportunity to practice each specific skill.

Materials and Supplies

Alphabet and Readiness Charts
Learning through Language Guides
Tell-Again Story Cards
Sequence Cards
Peabody Language Development Kit #P
DUSO Kit
The Talking Rug
Scott-Foresman's Storybook Box
Sounds I Can Hear
Language Activities Kit
DLM Spatial Relation Picture Cards
Wooden Letters
Goal-Language Arts Kit
Sort-A-Card Game
Traffic Signs
Consonant Picture Cards
Goal-Mathematics Kit
Gateway to Good Reading
DLM Design Cards
DLM Multi-Ethnic Puzzles
Teacher-Made Games and Folders
Ring Toss Game
Ideal Name Pictures
Ideal Sequence Pegboard Pictures
Shapes Lotto
Instructo Activity Kit—Let's Learn Sequence
DLM Perception Cards
DLM Rhyming Pictures
DLM Ooposite Concept Cards
Kinesthetic Letters

Color Recognition Cards
Letter Constancy
Ginn Kit A Language and Prereading Kit
Dolch Picture–Noun Cards
Alphabet Cards

Equipment

2 Metal storage cabinets
1 File cabinet
1 Record player
1 Wall movie screen
2 Listening stations
2 Cassette recorders
2 Chart stands
1 Pegboard
1 Balance beam

Furniture

2 Bookshelves
1 Round table
3 Rectangular tables
23 Student chairs
11 Student desks

Unit Cost

Initial–$1,500
Annual–$1,000

Evaluation

CTBS/S–Pre-reading Total

Grade	Number of Students	Pretest Percentile Rank	Gains					
			Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Standard Score		
						Actual	Expected	Difference
1	39	7.7	41.3	1.6	29.5	108	44	64

Success Factors

The primary reason for the success of the First Grade Extended Readiness Program is the enthusiastic and dedicated teachers employed to implement the program. Their knowledge of the reading readiness skills is also a factor in the program's success. This, combined with the services of another adult and a full-time aide in each classroom, has enabled the teacher to more efficiently and effectively organize and plan the instructional program.

The use of varied teaching techniques and activities that take into consideration the needs, interests, and learning styles of the children have contributed to the program's success. An eclectic approach has been utilized.

There is an emphasis on building positive self-concepts that seems to have influenced the program's success. The children are rewarded with tangible items, a smile or hug, or simply by displaying creative or academic work on the bulletin board. "Personality of the Week" is an activity that is also used to build positive self-concepts. The teachers know their children and expect them to learn by providing an instructional program based on the child's specific needs.

Exportability

The First Grade Readiness Program could be easily initiated in another district. A strong commitment by the teachers employed to implement the program is essential.

In-service programs should be required. Visiting the program currently in operation should be required from all program participants. In-service should be provided to include workshops and meetings. The teachers need to know lots of techniques and activities. They must know the readiness skills, and an in-service concerned with each skill area is essential. In-service programs can be conducted by the State Department of Education's staff.

Superintendent

Mr. Carl Ramsey
803-435-8130

Information Contact

Mr. John S. Taylor, Title I Coordinator
Clarendon County School District No. 2
Box 427
Manning, South Carolina 29102
803-432-2807

Project Description

DARLINGTON COUNTY SCHOOL DISTRICT
READING—GRADES 1-7

Project Title THE DARLINGTON PROJECT

Funding Source Title I—ESEA

Location and Scope

School	Grades	Number of Students
Brockington Elementary	2-5	120
Cain Elementary	1-2	120
Rosenwald Elementary	1-4	120
St. David's Academy	1-7	120
Spring Elementary	1-3	60
Pine Middle	6	120
	Total	660

Instructional Approach Teacher and aide team.
Special Class—Reading Centers.
The length of the classes varies from 40-55 minutes, according to the age of the child and the school schedule.

Program Operation Students who participate in the Reading Skills Center Program are selected according to the six criteria developed by the State Department of Education. After this initial placement, students are administered the Corrective Systems Basic Sight Word Test as a pre- and postmeasure of growth in sight words. Informal testing measures, such as informal reading inventories are also used.

The materials used were selected because they have a built-in diagnostic prescriptive procedure which makes individual prescriptions and individualized instruction within the Center possible. By the nature of their design, these materials provide frequent evaluation of student progress throughout the year. Each student has a folder that contains his prescriptions and his accountability sheet which gives a profile of his work.

The Centers are student directed in that students are taught to use the materials and instrumentation, and to keep their own accountability sheets. Each is encouraged to advance at his own rate according to his personal learning style with materials on his level.

The teacher and aide try to establish a learning atmosphere where each child can *feel* successful and *be* successful.

Materials and Supplies
Hoffman Reading Program
Psychotechnics Materials
Discovery Phonics
Bomar Reading Incentive Language Program

	Clues to Reading Progress
	SRA Schoolhouse Word Attack Program
	Merrill Diagnostic Reading Workbook Series
	Language Master Materials and Blank Cards
	Phonics Workbooks
	Scholastic Individualized Reading Program
	McCall-Crabbs Test Lessons in Reading
	UpBeat: Phonics Bookshelf
	The Read System Supplementary Books
	Singer Filmstrips and Cassette Programs
	Economy Company, EARS
	Gateway to Good Reading
	BFA—Comprehension Skills Laboratory
	Eye Gate Functional Phonics
	Troll Filmstrips and Cassette Programs
	Archie Graphics Reading Kit
	Reading for Concepts
	Discoveries for Young Americans
	AIMS: Comprehension Kits
	Gateway to Rood Reading Auditory Discrimination Program
	Plays for Echo Reading
	Speech to Print Phonics
	Bookmark Duplicating Masters and Library
	Pendulum Press Reading Kit
Equipment	Language masters
	Tach-o-matic projectors
	T-matic projectors
	Filmstrip projectors
	Overhead projectors
	Headphones
	Cassette players/recorders
	Hoffman viewers
	Hoffman speakers
	Record players
	Singer study mates
	Singer voice mirrors
	Jack boxes
Furniture	Projector carts
	Tables—trapezoidal, round, square
	Storage cabinets
	Audio central center
	Blackout shades
	Wall screens
	Mobile storage units
	Chalkboards (portable)
	Study carrels
	Diagnostic/prescriptive centers
	6 Round position carrels

Unit Cost

Initial–Estimated $30,000 per center
Annual–$2,250 per center

Evaluation

CTBS/S–Total Reading

			Gains					
Grade	Number of Students	Pretest Percentile Rank	Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Standard Score Actual	Standard Score Expected	Standard Score Difference
1	109	4.6	11.9	1.2	15.0	75.00	43.40	31.60
2	94	10.0	8.5	0.7	8.1	68.00	46.00	22.00
3	58	6.5	6.8	0.7	8.5	65.00	39.00	26.00
4	59	9.0	2.0	0.7	2.4	39.00	31.00	8.00
5	9	7.6	0.2	0.7	0.3	30.00	28.60	1.40
6	114	6.8	6.0	0.9	7.5	44.00	12.60	31.40
7	12	6.7	3.8	0.8	5.2	43.00	19.60	23.40
TOTAL	455	7.0	7.4	0.6	8.7	58.11	33.13	24.98

Success Factors

As some research indicates, usually the greatest amount of learning occurs at an early age. Test data in our program support this.

Initial in-service training of teachers and aides for one week.

Continuous in-service training.

Diagnostic-prescriptive approach which assures diagnosing and teaching toward the needs of each child.

Continuous evaluation and rediagnosing.

Coordination of skills with classroom teacher.

Atmosphere created by teacher and aide.

Exportability

How easily could another district initiate your activity?

Initial outlay is large; however, after this investment, a district wanting to implement this reading activity needs to provide salary for teacher and aide. Supplies would be determined each year by the amount allotted for initial investment. Consumable supplies, replacement equipment and in-services require an annual expenditure of approximately $2,250.

How much in-service would be required?

A minimum of one week prior to the setting up of the program and one per month the first year of the program.

How readily available is the kind of in-service that would be necessary?

There would be no difficulty securing a consultant or another reading coordinator who has done this type of in-service.

Superintendent	Mr. L. D. Reynolds 803-393-5401
Information Contact	Mr. Byard Stone, Assistant Superintendent Darlington Area Schools P. O. Box 494 Darlington, South Carolina 29532 803-393-5401

Project Description

FAIRFIELD COUNTY SCHOOL DISTRICT
READING–GRADES 1-6

Project Title	READING–ELEMENTARY
Funding Source	Title I–ESEA
Location and Scope	Serving approximately 340 first through sixth grade students at Everett, Geiger, Gordon, Kelly-Miller, McCrorey-Liston, and Mt. Zion.
Instructional Approach	Teacher and aide team. Special Class–Laboratory. Length of class period–45 minutes. Number classes per week–4 classes. Maximum number of students served per class–12 students.
Program Operation	DIAGNOSTIC: The reading program is diagnostic. Students who are eligible and are selected to participate in the Title I Reading Program are given the Hoffman Placement Test. This is a commercially prepared diagnostic reading program with built-in placement procedures. PLACEMENT: After verification of the placement through means of an informal reading inventory, the teacher and aide work together to record data on an individual student profile. PRESCRIPTION: Individual prescriptions are written to meet the individual's needs and clipped to the student's file folder. The structured procedures are as follows:

1. Structured Lessons–Viewer

   Readiness questions (asked by the teacher or aide)
   Motivation-story on viewer
   Listening skills
   Follow directions
   Vocabulary information

2. Skill Instruction–Viewer

   Student response
   Self pacing
   Immediate feedback
   Self scoring

3. Extended Learning

   Reinforcement activities–HELPS
   Activities from teacher's guides, workbooks, kits, etc.

4. Using Learned Skills

   Read-to-Learn book (read orally to teacher or aide)
   Encore library
   Independent reading materials

ASSESSMENT: The skill instruction on the viewer requires student response on paper. It is self pacing with immediate feedback and self scoring. If the student does not do well on the structured lesson, extended teaching and learning reinforcement activities are prescribed. These activities are varied. Some are commercial, some are teacher made, and some are produced by Hoffman. Students are assessed individually. The Hoffman Reading Program has a lesson test, a unit test, and a level test. Student progress is informally evaluated after each study unit and the mastery test is given after the student has completed an achievement unit (10 lessons). If the student does not achieve 90 percent mastery on this test, he is recycled and retested before proceeding to the next unit. Students are instructed as to the classroom management procedures at the beginning of the school year in order that a proper climate is established for effective teaching and learning.

Materials and Supplies

Hoffman Language Arts Reading Program, Levels I, II, III, IV
Hoffman Language Arts Beginning Reading System
Hoffman Primary Language Arts and Phonics
Hoffman Decoding/Assessment Kit
Hoffman Decoding/Instructional Kit
Hoffman Comprehension/Assessment Kit 1A
Hoffman Comprehension/Instructional Kit 1A
I Can Read Picture Dictionaries
Phonics We Use Kits
New Practice Readers
Checkered Flag Series
Step Up Your Reading Power Books
Specific Skills Series
Steck and Vaughn Reading Materials (Reading, Thinking, and Reasoning Skills Program)
RX Reading Program
Prereading Skills Program (Encyclopedia Britannica)
Imperial Reading Program (Primary and Intermediate)
SRA Listening Skills Program (Primary and Intermediate)
Language Master Programs

Equipment

Hoffman viewers and headsets
Language Masters
Cassette tape players and recorders
Filmstrip projectors and filmstrips
Filmstrip previewers
Overhead projectors
Record players
Acousticenters (listening stations)

Furniture

Chairs
Tables
Study carrels
Bookshelves

Unit Cost

$397 per pupil—This includes all supplies, equipment and salaries of all Title I personnel working with Title I Reading.

Evaluation

CTBS/S–Total Reading

Grade	Number of Students	Pretest Percentile Rank	Gains					
			Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Standard Score		
						Actual	Expected	Difference
1	46	2.6	8.9	1.1	15.6	76.22	43.42	32.80
2	48	2.1	3.3	1.2	9.0	59.98	38.78	21.20
3	65	3.5	8.5	0.7	13.4	76.43	36.43	40.00
4	66	6.8	1.8	0.5	2.6	38.77	29.57	9.20
5	76	6.7	2.1	0.8	3.1	39.97	28.17	11.80
6	58	2.2	1.9	0.7	5.8	32.83	10.43	22.40
7	37	1.1	2.4	1.0	10.1	52.84	14.84	38.00
TOTAL	396	3.5	4.0	0.5	7.9	52.55	28.97	23.58

Success Factors

Some of the factors which have combined to produce success are a good communication system and working relationship among classroom teachers; Title I Reading teachers and aides; principals and Title I Reading Directors; meaningful in-services; adequate materials and equipment; smaller number of students per class period; planned time for record keeping, writing prescriptions, and evaluating progress; and an interested Title I PAC committee.

Exportability

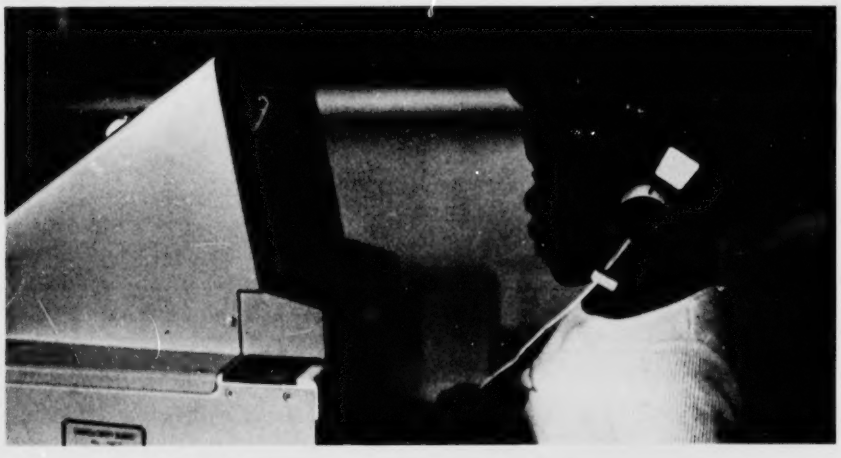
Another district could initiate this activity easily. At least three hours of in-service at three different sittings should be adequate before implementing. After starting the program two or three more in-services should be adequate. In-service should be quite readily available.

Superintendent

Mr. Arthur L. Goff
803-635-2120

Information Contact

Mrs. Lola S. Dove, Title I Reading Supervisor
Fairfield County School District
Drawer 622
Fairfield, South Carolina 29180
803-635-2120



Project Description

YORK COUNTY SCHOOL DISTRICT NO. 1
READING–GRADES 2-7

Project Title

REMEDIAL READING–GRADES 2-7

Funding Source

Title I–ESEA

Location and Scope

Schools	Grades	Number of Students
McCelvey Elementary	2-3	72
Jefferson Elementary	4-5	71
Sharon Elementary	2-6	68
Harold C. Johnson Middle	6-7	72
	Total	283

Instructional Approach

Teacher and aide team.
Special Class–Laboratory.
Length of class period–30-45 minutes daily.
Maximum number of students served per class–15 students.

Program Operation

DIAGNOSTIC: The reading specialists administer diagnostic tests–formal and informal–to project children. Based on diagnostic assessments, specialists and classroom teachers work cooperatively on specific prescriptions for remediation in addition to regular classroom instruction.

PLACEMENT: Commercially prepared diagnostic materials with built-in placement procedures that are used in the program include:

- Power Reading Kits
- Systems 80 Kits
- BFA Comprehension Kits
- SRA Diagnosis Kits
- Plus 4 Reading Program
- Fountain Valley Teacher Support System

PRESCRIPTION: Individual student profiles as well as student prescriptions are utilized in personalized program planning and management. Students are assigned specific instructional tasks based on diagnosed needs. These tasks may be performed in an individual or small group setting.

ASSESSMENT: Assessment of student progress is a continuous process which involves the student, specialist and regular teacher. This assessment is facilitated by utilization of a regular classroom weekly reading assignment sheet, a daily log kept in student's folder, a skills checklist (a copy of which is sent to student's regular teacher each week), and frequent conferences between regular teacher and specialist. A progress report especially developed for the reading program is sent to parents each nine weeks along with student's regular progress report.

The program is basically a teacher directed program. Within this framework, effective classroom management and proper learning environment develop with little difficulty.

Materials and Supplies

Scholastic Action Books
Break Through Series
Dolch Readers
Conquests in Reading
GEC Reading Attainment System
SRA Dimensions in Reading
Reading Development Kits
IT Tarmac Comprehension Kit
SRA Reading Kits
Barnell Loft Specific Skills
Language Master Cards
Instructional Games
Reader's Digest Skill Builders
D & W Supportive Reading Skills
Benefic Press–records and books
Phonics in a Nutshell
The Sound Way to Easy Reading
Imperial International Learning Kits (phonics)
Consonant Sounds Lesson Tapes

Equipment

Systems 80 machines
Cassette player/recorders
Language Masters
Filmstrip projectors
Filmstrip viewers
Listening stations with headsets

Furniture

Tables
Chairs
Primary desks
Teachers' desks

Unit Cost

Initial–$1,500
Annual–$400

Evaluation

CTBS/S–Total Reading

			Gains					
						Standard Score		
Grade	Number of Students	Pretest Percentile Rank	Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Actual	Expected	Difference
2	40	6.8	15.2	1.2	15.1	83.85	43.05	40.80
3	59	3.3	4.5	0.5	8.8	61.98	36.38	25.60
4	57	4.1	1.7	0.5	3.5	38.46	27.16	11.30
5	42	4.4	4.2	1.0	7.1	53.33	25.53	27.80
6	41	8.9	4.1	0.6	4.7	33.49	13.89	19.60
7	44	6.3	10.5	1.6	11.7	74.02	19.42	54.60
TOTAL	283	5.2	5.6	1.0	8.2	56.79	27.96	28.83

Success Factors

Our program has no unique or innovative basis. We stress basic skills as well as self-concept improvement. Our strength lies in the fact that we have well-qualified, experienced teachers and aides who cooperate with the classroom teacher in providing a coordinated program for the child. Well-established and frequent communication is vital to our providing an effective program.

Correlation of the child's total program is most important for reinforcement and maintainance of reading skills learned.

Exportability

Our program could be initiated by any district employing quality teachers and aides for the program. There is no exportable product as such. Our inservice is based on teacher identified needs and is conducted by our own personnel when possible. We have found that our teachers learn effectively by exchanging ideas and sharing their successful background experiences.

Superintendent

Mr. Floyd D. Johnson
803-684-9916

Information Contact

Mr. T. B. Pettit, Title I Coordinator
York County School District No. 1
Box 770
York, South Carolina 29745
803-684-9916

Project Description

YORK COUNTY SCHOOL DISTRICT NO. 3
READING—GRADES 2-6

Project Title	ELEMENTARY REMEDIAL READING
Funding Source	Title I--ESEA
Location and Scope	Serving approximately 562 second through sixth grade students in daily reading remediation in eight elementary schools designated as Title I.
Instructional Approach	Title I teacher. Special class. Length of class period—35 minutes. Number of classes per week—5 classes. Maximum number of students served per class—6 students.
Program Operation	All elementary students in Rock Hill School District No. 3 are administered locally developed criterion-referenced tests and are placed in specific levels on a skills continuum spanning K-6. These tests are diagnostic in nature, and specific skill deficiencies are recorded on each student's profile sheet. A copy of this profile sheet is also kept in the student's Title I reading folder. All selected participants in the Title I reading project are also administered informal and commercially produced diagnostic reading tests to determine skill deficiencies. These results are recorded on appropriate forms and kept in each student's folder. Based on the total diagnosis, independent activities through individual prescriptive assignments, learning centers, etc. are provided to reinforce and extend learning. Flexible grouping is used when students' needs are similar. A variety of multi-level reading materials and audiovisual programs are utilized for instruction. The Title I reading teacher and the regular classroom reading teacher meet periodically to discuss and evaluate each student's progress. The classroom teacher administers the district criterion-referenced tests during the year. Student progress is assessed informally by the Title I reading teacher during the year, and the formal assessment (posttest) is administered in April.
Materials and Supplies	Target Kits—Addison-Wesley Specific Reading Skill Series—Barnell, Loft Monster Reading Program—Bowmar Language Master Programs—Bell and Howell, Califone Supportive Reading Skills—Dexter and Westbrook ARK, ARPL Kits—Educational Reading Books—Jean Karr, Scholastic, Addison-Wesley, Holt Phonics We-Use Workbooks—Rand McNally New Practice Readers—McGraw-Hill Open Highway Reading Series—Scott, Foresman Phoenix Reading Series—Prentice-Hall

Starter 101–Silver Burdett
Skill Builder Kits–Readers Digest
Diagnostic Workbooks–Charles E. Merrill
Reading Skills Series–Charles E. Merrill
Talking Alphabet–School, Foresman
Miami Linguistics Readers–D. C. Heath
Reading Filmstrip Program–SVE

Equipment

Cassette recorder
Record player
Headphones
Card reader
Chart stands
Listening center
Filmstrip projector
Primary typewriter
Movie screen
Overhead projector
Filmstrip-sound projector
System 80 machine

Furniture

Trapezoidal tables (30 x 30 x 30)
Rectangular table (30 x 72)
Round tables (42" and 48")
Plastic stacking chairs (10)
Bookcase
File cabinet
Storage cabinet
Student tables
Book rack
Bookstand

Unit Cost

Initial–$7,500
Annual–$1,500

Evaluation

MAT/F–Total Reading

Grade	Number of Students	Pretest Percentile Rank	Gains					
			Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Standard Score		
						Actual	Expected	Difference
2	73	7.6	2.4	0.5	3.2	11.22	9.82	1.40
3	52	4.0	9.3	0.6	13.5	9.61	0	9.61
4	82	1.8	7.0	0.8	15.9	12.88	5.85	7.03
5	56	5.9	4.6	0.9	6.5	8.59	4.97	3.62
6	93	1.6	3.3	0.9	10.3	9.71	3.80	5.91
TOTAL	356	3.3	5.3	0.7	10.0	10.56	5.14	5.42

Exportability

With sufficient funds, this activity could be initiated in any school district. Required in-service would involve:

1. Philosophy of compensatory education
2. Culture and personality of the educationally disadvantaged
3. Pretesting and posttesting students
4. Selection of participants
5. Utilization of materials and equipment
6. Diagnosis of skill deficiencies
7. Classroom management and organization

Success Factors

In our opinion, the key factor in the success of our remedial reading program is the quality of the instruction by our remedial reading teachers. These teachers diagnose each student's skill deficiencies and personalize the instruction given to the students. Furthermore, the utilization of multi-level and multi-sensory materials allows the teachers to meet the individual needs and learning styles of the students.

Superintendent

Mr. B. Jeff Savage, Jr.
803-328-3814

Information Contact

Mrs. Judy A. Humphries, Project Director
522 East Main Street
Rock Hill, South Carolina 29730
803-328-3814

Project Description

GREENVILLE COUNTY SCHOOL DISTRICT
MATHEMATICS–GRADES 3-5

Project Title	ELEMENTARY MATHEMATICS LAB
Funding Source	Title I–ESEA
Location and Scope	Serving approximately 120 third through fifth grade students at West Greenville Elementary School.
Instructional Approach	Teacher and aide. Laboratory–pull out serving Title I students exclusively. Length of class period–45 minutes. Number of classes per week–5 classes. Maximum number of students served per class–20 students.
Program Operation	The Title I Math Lab diagnoses exact skill requirements through the use of the Basic Arithmetic Skills Evaluation (BASE), a commercially prepared criterion-referenced test. For the 1977-73 school year, the lab is utilizing the Fountain Valley Teacher Support System for identifying individual student skill needs. Individual student profiles are developed which identify skill strengths and weaknesses. From the profile of skill needs, students receive a prescription (objective sheet) which prescribes an individualized course of instruction to develop the specific skill where the need has been identified. The objective sheet lists all of the materials which are available in the lab for developing the particular skill. The teacher assists students in selecting materials and in determining the amount of time students spend in the available materials. Students have some options for selection of materials in the completion of their daily assignments. Student progress is continuously assessed throughout the program. Within the various materials that are utilized, there are evaluation points. When students have completed all materials assigned to develop an identified skill, both commercially prepared (Fountain Valley, BASE, and SRA Diagnosis) and teacher made evaluations are administered. Progress reports are given to classroom teachers throughout the school year. Skills checklists are placed in the permanent record of each participating student. In addition to these methods of determining skill mastery, students are evaluated with a nationally standardized test (Stanford Achievement Test) each May. The Title I Math Lab provides a highly structured organizational design which provides students with the opportunity to receive intensively individualized instruction utilizing a variety of multi-media, multi-level materials. All materials and equipment are organized to allow students to have successful experiences and to move at their own pace in the development of mathematics skills and concepts. Emphasis is placed on selecting materials which are compatible to the unique learning styles of participating students. The instructional approach of the lab utilizes individual, small group, and large group activities.

Materials and Supplies

CRITERION-REFERENCED TESTS

Fountain Valley Teacher Support System
Basic Arithmetic Skills Evaluation
SRA Diagnosis
Hoffman Math Program
Borg-Warner Math Program
Imperial International Math Skills Improvement
Kits—Primary and Intermediate
Wollensak Teaching Tapes
Educational Sensory Programmed Drill Tapes
Language Master Math Program
Lola May Readiness Tapes
United Learning Situational Math Labs
Archie Multiplication Kit
Holt-Rinehart Individualized Computational Skill Series
Random House Drill and Practice Kits
McCormick Mathers Gaining Math Skills and Math Lab Kits
Prentice Hall Activity Masters—Shade-Ins, S.L.A.M. + X ÷

Equipment

Hoffman machines
Borg-Warner System 80 machines
Tape recorders
Tape playback decks
Film viewers
Digitor
Calculators
Carousel slide projector
Record player

Furniture

Carrels
Round tables
Rectangle tables
Lowboy storage carts
Book carts
Chairs (school)
Carpet
File cabinets
Storage cabinet (school)
Desks (school)

Unit Cost

Initial—$18,000
Annual—$2,500

Evaluation

SAT/A—Total Math

			Gains					
						Standard Score		
Grade	Number of Students	Pretest Percentile Rank	Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Actual	Expected	Difference
3	32	11.1	24.3	1.6	17.8	19.00	8.54	10.46
4	36	20.9	12.2	1.2	7.9	12.67	7.01	5.66
5	35	32.9	3.1	1.3	1.8	14.55	11.15	3.4
TOTAL	103	20.8	14.0	1.4	8.9	15.28	8.89	6.39

Success Factors	The Title I Math Lab is organized to offer participating students an individualized program which utilizes a variety of the most current materials and methods of instruction in mathematics. During pupil orientation each participant learns how to select and return materials and to operate equipment independently. Materials are located in convenient areas near the center of the room with study carrels lining the walls. This room arrangement allows students, upon entering the lab, to get needed materials and go to a work area to begin assignments. Premade objective sheets and the students' work are kept in an envelope. Each day students can begin their work at the beginning of the period. With the ratio of two adults (one teacher and one aide) to twenty students, each student has an individual conference with either the teacher or aide each day. Time is spent in the lab in building a positive self-concept of the students. Each participant is properly placed at a level where he can be successful and is allowed to make as much progress as he is capable of making. Some assignments are required with others being optional. Students have the opportunity to earn free time and to utilize this time in "choice" activities. Students are allowed to choose a prize for successful completion of various activities. Other "fun" activities in which lab students have participated include cooking their favorite recipes utilizing metric unit of measure and creating their own personalized T-shirts. In essence the factors which have contributed to a successful program include the organization and design of the lab, the materials selected for use, the in-service training provided, and having a well-qualified and outstanding teacher who can appropriately direct the learning activities of the students.
Exportability	Initiating this activity in another district would require adequate funding and space available in targeted schools. Five days of in-service are required the first year of program operation. In succeeding years three days of in-service is necessary. Since this program utilizes math materials from many companies, we depend on company representatives to provide only a small portion of the in-service training. Most of the in-service is provided by district curriculum consultants.
Superintendent	Dr. J. Floyd Hall 803-242-6450
Information Contact	Mrs. Carolyn Dillard, Title I Math Coordinator Greenville County School District 301 Camperdown Way Greenville, South Carolina 29602 803-242-6450

Project Description

LEXINGTON COUNTY SCHOOL DISTRICT NO. 1
MATHEMATICS–GRADES 2-8

Project Title	REMEDIAL MATHEMATICS–BUILDING BLOCKS ALONG THE ROAD TO LEARNING
Funding Source	Title I–ESEA
Location and Scope	Serving approximately 227 second through eighth grade students at Lexington Middle School, Gilbert Elementary School, and Pelion Elementary School.
Instructional Approach	Teacher and aide in each class. Pull out serving Title I students exclusively. Length of class period–50 minutes. Number of classes per week–5 classes. Maximum number of students served per class–15 students.
Program Operation	Students are selected for the Title I Math classes through a combination of objective student data and teacher judgments of students. The objective data is obtained from scores taken from the California Test of Basic Skills. This test is given to all students in the Title I schools in the spring of each year. This test serves as a pretest and a posttest. An additional objective criterion is the number of absences in the last full school year. Teacher judgment is also used in evaluating students for participation in the program. Each student is judged on his achievement level in the area of math in relation to age peers in the school, degree of underachievement in the area of math, achievement motivation, and health. Each student eligible for participation in the Title I Math Program is assigned an appropriate number of participation points for each criteria. The students with the largest number of total points are selected for participation. Commercially prepared diagnostic materials with built-in placement procedures are utilized along with informal testing procedures. From this information individual profiles are obtained and work is prescribed for each individual according to the needs of each student on a skills continuum. Each student is given specific instructional tasks that will help in mastering skills in particular areas of weaknesses. Individual help is given as needed by the teacher and aide. As soon as a learning task has been completed, the work is assessed by the teacher with the help of the student. The student gets immediate feedback. Individual records are kept so that each student can note the progress he is making. Diagnosis is continuous so that the student is always working on an appropriate level at his own learning pace according to indicated needs.

The program is teacher directed along with the help of the student. Because of a wide variety of available materials, the student has a choice of methods and techniques to aid him in mastering needed skills. Student-teacher conferences are frequent.

A climate in which teaching and learning has been effective has been attained through a totally individualized instructional program with emphasis on student involvement and student responsibility, program planning, in-service for teachers and aides, an ample supply of appropriate materials and equipment, and the expertise of teachers and aides.

Materials and Supplies

Random House/Singer Individualized Drill and Practice Kits
System 80 Individualized Instructional Program
EDL Mathematics Program
Individualized cassette learning packages
Metric kits and materials
Geometric kits
Filmstrips
Transparencies
Language Master Cards
Silver Burdett Math Kits

Equipment

Overhead projectors
Slide projectors
Dukane projectors with cassette players
Filmstrip projectors
16mm movie projectors
Listening centers
Card readers
Record players
Borg-Warner System 80 audiovisual units
Hoffman machines
Cassette tape recorders

Furniture

Tables
Chairs
Student desks
Teacher desks
Chart racks
File cabinets
Rolling storage cabinets

Unit Cost

Initial—$5,000
Annual—$1,200

Evaluation

CTBS/S–Total Math

Grade	Number of Students	Pretest Percentile Rank	Gains					
			Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Standard Score		
						Actual	Expected	Difference
2	37	17.0	14.0	1.0	9.7	63.00	44.00	19.00
3	25	22.5	22.5	1.6	13.3	81.00	46.50	54.50
4	27	17.0	11.5	1.0	8.1	49.00	26.00	23.00
5	24	25.0	-7.0	0.5	-5.1	19.00	36.00	-17.00
6	29	4.9	16.4	1.9	18.1	76.00	9.20	66.80
7	13	10.0	6.7	1.3	6.7	45.00	18.00	27.00
8	15	7.5	3.1	1.0	4.0	32.00	14.00	18.00
TOTAL	170	14.2	11.1	1.0	8.6	55.32	29.81	25.51

Success Factors

Small groupings
Aides
Abundance of materials and supplies
Abundance of equipment
Specific planning time
Positive attitude of the administration
Positive attitude of the faculty
Positive attitude of Title I personnel
Individualized instruction

Exportability

With proper in-service this program could easily be duplicated for use by another school district.

Superintendent

Mr. Paul T. Rawl
803-359-4178

Information Contact

Mr. Heyward L. Suber, Title I Coordinator
Lexington County School District No. 1
Box 218
Lexington, South Carolina 29072
803-359-4178

ORANGEBURG COUNTY SCHOOL DISTRICT NO. 1
MATHEMATICS–GRADES 4-6

Project Title	MANAGEMENT OF AN INDIVIDUALIZED MATHEMATICS PROGRAM
Funding Source	Title I–ESEA
Location and Scope	Serving approximately seventy-four fourth through sixth grade students at Springfield Elementary School.
Instructional Approach	Teacher. Pull out serving Title I students exclusively. Length of class period–45 minutes. Number of classes per week–5 classes. Maximum number of students served per class–15 students.
Program Operation	The objectives of the Individualized Mathematics Program are to identify students who are performing in the lowest quarter in terms of national norms and to develop a program that will allow each student to learn at his/her own pace. Students scoring at or below the twenty-fifth percentile on the CTBS math subtest are identified. Title I eligible students are then selected using the additional criteria recommended by the State Department of Education. Placement tests are administered at the beginning of the student's entry into the program. (These tests were developed by the Title I teacher.) Using the test results, students are grouped according to specific skill needs. Groups are color-coded as to level. Instruction is given by the teacher in small groups or on a one-to-one basis. The student is taught using methods compatible with his/her learning characteristics and capabilities. Instruction is organized so that for at least part of the time the teacher is free to devote attention to those children needing special guidance. Growth is best developed in a classroom atmosphere which is businesslike, energetic, and knows where it is going. Maintaining strong motivation is most important in teaching; this is especially true in remedial instruction. Interest breeds motivation. In an individualized program, a student has a wide variety of materials to work with and from which to choose. Materials are provided from many sources relating to each skill that the student is attempting to master.

Each student in the math classroom has an individual folder. As skills are developed, they are recorded in these folders. Students are provided with activity reinforcers at all times. Also, after a student successfully masters a predetermined number of skills, he/she is allowed to choose a fun activity that he/she enjoys.

Materials and Supplies

TEXTS:

Holt, Rinehart and Winston, Inc.
Houghton-Miflin
Heath Elementary Math

SUPPLEMENTARY MATERIALS:

Imperial Primary Math Tapes
Continental Press Stencils
Hayes "Solving Math Mysteries through Puzzles, Games and Individual Activities"
Pages from math workbooks (series no longer in use) xeroxed and used for drill
IMS materials
Happy Metrics I and II (Scott Resources)

Equipment

Tape recorders
Digitor
Metric scales
Celsius thermometer
IMS storage cart
File cabinets
Book shelves
Trundle wheel

Furniture

Tables
Chairs
Desks

Unit Cost

Initial—$5,000
Annual—$1,200

Evaluation

CTBS/S—Total Math

			Gains					
						Standard Score		
Grade	Number of Students	Pretest Percentile Rank	Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Actual	Expected	Difference
4	14	9.3	17.7	1.3	15.0	66.00	24.20	41.80
5	24	6.3	7.4	1.1	9.2	57.00	27.80	29.20
6	23	9.8	14.9	1.6	12.8	61.70	13.70	48.00
TOTAL	61	8.2	12.2	1.3	11.9	60.84	21.66	39.18

Success Factors	The success of this program is attributed to the fact that each student is working on his/her own level and at a pace with which he/she is comfortable. The student has the feeling of accomplishment which promotes confidence and self-esteem. This is made possible only through continuous planning, appropriate materials, and a totally individualized curriculum.
Superintendent	Mr. J. E. Bethea 803-258-3418
Information Contact	Mrs. Vernon W. Williams, Project Director Orangeburg County School District No. 1 Box 337 Springfield, South Carolina 29146 803-258-3418

Project Description

ORANGEBURG COUNTY SCHOOL DISTRICT NO. 5
ELEMENTARY MATHEMATICS–GRADES 2-6

Project Title	TITLE I MATHEMATICS
Funding Source	Title I–ESEA
Location and Scope	Serving approximately 530 second through sixth grade students at six elementary schools.
Instructional Approach	Teacher and teacher aide. Pull out program serving Title I students exclusively. Length of class period–30-50 minutes. Number of classes per week–5 classes. Maximum number of students served per class–15 students.
Program Operation	Individualized criterion-referenced testing in addition to informal assessment specifies what skills the student has learned, what skills the student may need to review and what skills the student needs to learn. The individual student summary is used for placement. Students work individually and in small teams according to their similar needs. Flexible groups include small, peer and individual activities based on each assessment group of skill achievement. Multi-media methods and materials used to meet specific needs include supplementary materials, worktext, games, films, kits, teacher-made materials, filmstrips, records, tape recordings, language masters, and other audiovisuals when appropriate. In addition to extensive use of manipulatives in centers, student participation is enhanced through "hands-on" experiences with concrete materials and simulated projects.
Materials and Supplies	Materials for testing, instruction, and evaluation. Supplies–Audiovisuals, laminating, duplicating, and consumables.
Equipment	Filing cabinets Student wet carrels Projectors Tape recorders Headsets Language Masters Equipment for special activities
Furniture	Tables Chairs Bookcases Display boards Storage units

Unit Cost

Initial–$3,000
Annual–$1,000

Evaluation

CTBS/S–Total Math

Grade	Number of Students	Pretest Percentile Rank	Gains					
			Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Standard Score		
						Actual	Expected	Difference
2	116	9.0	15.0	1.4	13.3	67.08	41.09	25.99
3	72	5.7	17.0	1.4	17.6	80.84	36.53	44.31
4	68	9.5	15.7	1.2	13.5	61.89	24.51	37.38
5	88	9.1	1.9	0.7	2.3	36.88	29.12	7.76
6	88	6.5	8.0	1.1	9.6	46.24	10.78	35.46
TOTAL	432	7.9	10.9	1.1	11.1	58.16	29.11	29.05

Success Factors

In-service, coordination, administrative support, and parental involvement.

Exportability

Relatively easy with five days in-service for developing instructional techniques and methods, selecting materials, and organizing for evaluation. In-service could be conducted by a district representative who has expertise in working with educationally deprived students.

Superintendent

Dr. James A. Wilsford
803-534-5454

Information Contact

Mrs. Irene H. Myers, Title I Coordinator
Orangeburg School District No. 5
578 Ellis Avenue
Orangeburg, South Carolina 29115
803-534-5454

Project Description

CHESTERFIELD COUNTY SCHOOL DISTRICT
PROFESSIONAL COUNSELING FOR GUIDANCE AND UNDERSTANDING

Project Title	PROFESSIONAL COUNSELING FOR GUIDANCE AND UNDERSTANDING
Funding	Title I–ESEA
Location and Scope	Serving approximately 700 second through fourth grade students in nine elementary schools in Title I reading and mathematics academic activities.
Staff	Five full-time, professionally trained and fully certified guidance counselors.
Approach	The counselor activity is a supportive service to the Title I reading and math projects. Its intent is to encourage academic achievement by (1) enhancing each student's self-image through an awareness of his own personal worth, dignity and competence, (2) providing for his social adjustment within the school environment and (3) attending to his physical well-being and personal health. The child centered structure of this activity is evident in the low counselor-student ratio which permits a personal knowledge of each student and an understanding of his individual needs. Attending to each child's academic, social and physical welfare is the primary responsibility of each counselor.
Service in Operation	A variety of counseling techniques, activities and materials including individual and group counseling, diagnostic testing, home visits, parent conferences, professional referrals, filmstrips, DUSO, etc. are directed toward the accomplishment of five stated objectives: (1) to assist the school principal in determining the needs of educationally deprived students, (2) to facilitate a fuller understanding of each child by his teacher, (3) to visit in the homes of students to affect a more cooperative effort between the home and school, (4) to work with other supportive staff members to assure that all possible resources are made available to the educationally disadvantaged child, and (5) to professionally diagnose academic and social problems in school, and prescribe remediation and refer physical problems for qualified professional help.
In-service	Regular monthly in-service sessions are conducted by qualified consultants who meet with project personnel to refine their skills in working specifically with educationally disadvantaged pupils.
Unit Cost	Approximately $110 per pupil annually.
Evaluation	Locally prepared forms quantitatively record the various activities and services rendered. The following compilation of data is for school year 1976-77:

Individual student conferences	3620
Group student conferences	427

Conferences with teachers	2406
• with school specialists	616
• with parents	545
• with other professionals	1006
Correspondence with parents	1698
Home visits	718
Emotional problems treated	941
Health problems treated	2336
Home problems treated	686
Learning problems treated	7733

Superintendent

Mr. John A. Jones
803-623-2175

Information Contact

Mr. John W. Wagnon, Title I Coordinator
141 Main Street
Chesterfield, South Carolina 29709
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Edgefield County

PARENTAL ADVISORY COUNCIL

Program Operation

The Title I Parental Advisory Council in Edgefield County is viewed as a frontline interpreter, building a foundation for public support of the school by developing a warm, strong relationship between the parents and the school. Our council stresses active partnership between school and home and reinforces positive impressions and corrects negative attitudes. The council, being part of the school community, knows the attitude of the community and because of this it is an invaluable asset in our school-community relationships.

The goals for our Title I Advisory Council are to:

1. Strengthen school-home relationships by encouraging parents and school personnel to define their relationships to each other.

2. Develop a cooperative and sustained system of activities which will increase the educational opportunities of our Title I students.

3. Maintain parental interest through a program of training and consultation.

4. Furnish teachers and administrators with opinions and viewpoints that will help identify the needs of the target population.

Our Advisory Council has found the following activities effective in helping parents of Title I children understand their role in the learning process.

1. *The Growing Years in Sight and Sound* is an audiovisual series designed to help adults help children. This stimulating series of discussion-oriented filmstrip programs assists adults in planning and implementing the learning experiences that children need to fulfill their potential.

   The eighteen full color programs involve the viewer in the early learning process from the child's point of view. Since the education of the young child is a joint venture requiring the cooperation of home and school, the parent who understands the school's educational goals can contribute enormously to the young learner's success in school. *The Growing Years in Sight and Sound* can provide the basis of such an on-going parent involvement component. The LaBelle Duo 16 Two Way Projector is virtually a one-button operation which provides totally automatic viewings and can be carried into the home very easily.

2. A Scrapbook of Ideas is used to show parents simple ways to help their children learn. Many of the parents of our Title I students do not understand how to help their children even

though the teacher tries to get this across in conferences. We have put together ideas and patterns in large brown envelopes which are bound in a notebook. We have found this to be a very simple way to show parents what to do and how to do it.

3. Mini-books have proved to be a very good way to stimulate the reluctant reader and a very inexpensive way to get reading material into the home. Our advisory councils make these mini-books by tearing apart old discarded readers and putting one or two stories together in booklet form. We laminate the backs, which are made from old wall paper sample books, and these can be checked out or given to students to take home and read.

4. Workshops for parents and children are conducted periodically. The parent can come and bring a child for an hour's instruction while the parent is receiving instruction and collecting ideas of ways to assist at home in the learning process.

These activities have been very successful in our district and have contributed to a good relationship between the PAC's, the homes, and the schools.

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